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AUTHOR Kangas, Jon; And Others
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ABSTRACT

A study was conducted at San Jose City College (SJCC) of the factors that contributed to the academic success of a sample of students enrolled in fall 1990. Successful students were defined as those receiving a letter grade of A, B, C, or CR (credit) in Math 310, Learning Skills 340, and English 321. A randomly selected group of 39 students who were successful in Math 321, and all 20 students who were successful in LS 340 or ENG 321 were targeted, and 23 (39%) agreed to be interviewed. Where applicable, study results were compared to a group of unsuccessful or "withdrawing" students. Highlighted findings included the following: (1) 45% of the successful students worked 40 hours per week, compared to 84% of the withdrawing students; (2) 43% of the successful students spent some time studying with others, compared to 11% of the withdrawing students; (3) 57% of the successful students had a degree or certificate as a goal, compared to 46% of the withdrawing students; (4) 75% of the successful students took less than 30 minutes to commute to campus, compared to 69% of the withdrawing students; (5) 69% of the successful students mentioned "friendly students" as helpful or enjoyable in the class, while only 40% of the withdrawing students cited this factor; (6) 63% of the successful students indicated that "the instructor was interested in me," compared to 51% of the withdrawing students; (7) 56% of the successful students indicated that "staff was interested in me," compared to 40% of the withdrawing students; and (8) 82% of the successful students planned to return to SJCC the next semester, compared to 87% of the withdrawing students. Tabulated survey responses for all interview questions, and the survey instrument are provided. (PAA)

ED348098

San Jose City College
Successful Students Study:
MATH 310, LS 340, ENGL 321,
Fall 1990
Research Report #120

August 1991

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Jon Kangas
Kathleen Budros
Patricia Ferraro

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San Jose/Evergreen Community College District
San Jose, California

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SAN JOSE CITY COLLEGE
SUCCESSFUL STUDENTS STUDY
MATH 310, LS 340, ENGL 321
Fall 1990

SAMPLE DATA HIGHLIGHTS

- 43% spent some time studying with others compared to 11% of the withdrawing group
- 69% mentioned "friendly students" as helpful or enjoyable in the class, while only 40% of the withdrawing students cited this factor
- 69% thought "the instructor was interested in me" (compared to 51% of the withdrawing students), and 56% of the successful group said that the "staff was interested in me" (compared to 40% of the withdrawing group)

Research Report #120

BACKGROUND & ACKNOWLEDGEMENTS

This project was funded by the San Jose/Evergreen Community College District's Title III Grant. Withdrawing students from entry level developmental courses were interviewed to determine why they withdrew. Recommendations were formulated from the data.

Grant Author

Dr. Greg Ohanneson

Project Report

Dr. Jon Kangas

Data Collection

Patricia Ferraro

Document Preparation

Kathleen Budros, Research Assistant

Software Utilized

Framework;
Microsoft Windows, Word, and Excel

DATA HIGHLIGHTS

- 39% of the 59 identified successful students were interviewed
- 45% worked 40 or more hrs/week compared to 84% of the withdrawing students
- 43% spent some time studying with others compared to 11% of the withdrawing group
- 57% had a degree or certificate as a goal; 46% of the withdrawing group indicated this goal
- 75% took less than 30 minutes to commute compared to 69% for the withdrawing group
- 69% mentioned "friendly students" as helpful or enjoyable in the class, while only 40% of the withdrawing students cited this factor
- Successful students attribute their success to personal, instructor-related, and methodology-related reasons
- 63% thought "the instructor was interested in me" (compared to 51% of the withdrawing students), and 56% of the successful group said that the "staff was interested in me" (compared to 40% of the withdrawing group)
- 82% of the successful students planned to return to SJCC "next semester" while 87% of the withdrawing group planned to return

RECOMMENDATIONS

(Drawn from both Withdrawing and Successful Student Studies)

1. Using classroom-based research techniques, ask students beginning week #1 how they are doing and if they are even thinking of withdrawing.

2. For students indicating any kind of difficulty, use a program assistant to provide immediate staff personal contact, assessment of support needs, and provide the needed support.

3. Establish a "hot line"--a phone number which will ensure attention to student questions, concerns, and problems. Use answering machine and post "live" hours on the green sheets. Use the program assistant to answer the questions.

4. Build in classroom study and support groups.

5. Provide several graded assignments (at least one the first week) to help the instructor/students assess whether students need to withdraw . The week prior to the date to drop without a notation on a student's transcripts, all students should be asked to make a clear decision to

   A. withdraw
   B. succeed in the class

6. All students without a clear goal should be assisted in developing an educational/career/job plan within the first four weeks of class. A career/job planning study skills class blocked with entry level classes could be very helpful.

7. Directly teach students within the first week:

   A. How to study for the class
   B. How to study for class exams
   C. How to study in groups
   D. How to structure a study schedule
   E. Where on campus he/she can structure study time (personal tour recommended)
   F. How to balance work, college, and home responsibilities
   G. That alternative methodologies exist for this course

8. Provide counselors with in-service training on the different methodologies available for reading, writing, and math in developmental studies so a closer match can be made between a student's needs and the method of instruction.

9. Structure developmental courses as variable unit courses so that a student can succeed at one unit or two units rather than fail at three units.

SUMMARY IMPRESSIONS
BY
TITLE III INTERVIEWER PATRICIA FERRARO

As the interviewer for the Title III Grant, I conducted many interviews. This gave me a variety of insightful impressions into the lives of many randomly selected students.

Although the interviews fell into two categories (successful and unsuccessful), the students shared a common motivation to better themselves.

However, I found that the successful students were self-motivated, focused, and directed in setting realistic goals in spite of their fears. On the other hand, the profile of the unsuccessful student demonstrates a lack of self-confidence due to a deficiency of emotional support in their private lives. Their need for encouragement from an unbiased, objective, and impartial source was evident.

In conclusion, I found an abundant need for this grant to assist in the success of the college student.

SUCCESSFUL STUDENTS STUDY SJCC F90
MATH 310, LS 340, ENGL 321

by

Jon Kangas, Ph.D., Kathleen Budros, and Patricia Ferraro

7/31/91

BACKGROUND

In conjunction with the Withdrawing Students Study, an attempt was made to develop a profile of students who succeeded (received an A, B, C, or CR grade) in the same Fall 1990 classes.

METHOD

Successful F90 students were identified from the Class Roster Inquiry computer screen of 2/13/91. Thirty-nine were selected at random from the 16 sections of Math 310, and all 12 successful students from LS 340 and all 8 successful students from Engl 321 were targeted. Of this group, a total of 23 successful students were available and willing to be interviewed.

RESULTS

OF FALL 90 STUDENTS IDENTIFIED: 59 INTERVIEWED: 23 (39%)

F90	# MATH 310	IDENTIFIED...39	INTERVIEWED...20
F90	# LS 340	IDENTIFIED...12	INTERVIEWED... 1
F90	# ENGL 321	IDENTIFIED... 8	INTERVIEWED... 2

QUESTIONS #1 & #2 FROM THE WITHDRAWING STUDY WERE NOT APPLICABLE.

QUESTION #3: Were you working at the time you were taking this class? How many hours per week?

DATA: # Responses = 20

	MATH 310	LS 340	ENGL 321	TOT #	TOT %
yes	12	1	1	14	70%
no	5	0	1	6	..30%
TOTAL	17	1	2	20	100%

WORKING STUDENTS WHO INDICATED HOW MANY HOURS/WK WORKED:

1 - 9 hrs/wk	0	0	0	0	0%
10 - 19 hrs/wk	0	0	0	0	0%
20 - 29 hrs/wk	3	0	0	3	27%
30 - 39 hrs/wk	2	1	0	3	27%
40 or more	4	0	1	5	45%
TOTAL	9	1	1	11	100%

Three of the 14 working students (21%) didn't indicate how many hours/wk they worked.

COMMENTS:

70% of the successful students who answered this question worked.

100% of those who indicated the number of hours worked, worked 20 or more hours per week.

45% of those who indicated the number of hours worked, worked 40 or more hours per week.

COMPARISON:

1. Both sets of students were equally divided into non-working (approx 30%) and working (approx 70%) groups.
2. While only 45% of the successful group worked full-time, 84% of the withdrawing students worked full-time.
3. More of the successful students (54%) worked between 20 and 39 hours per week than the withdrawing students (13%).

CONCLUSION: WORKING DOES NOT DETRACT FROM SUCCESS UNTIL THE STUDENT IS WORKING 40 OR MORE HOURS/WEEK.

QUESTION #4: How did you travel to school and how long did it take you one way each day?

DATA: # Responses (method) = 18

	MATH 310	LS 340	ENGL 321	TOT #	TOT %
bus	1	0	0	1	6%
car	13	1	2	16	89%
bus and car	0	0	0	0	0%
walk	1	0	0	1	6%
bicycle	0	0	0	0	0%
TOTAL	15	1	2	18	100%

Responses (time) = 16

A. 0 - 14 min	3	0	0	3	19%
B. 15 - 29 min	6	1	2	9	56%
C. 30 - 44 min	3	0	0	3	19%
D. 45 - 59 min	1	0	0	1	6%
E. 60 or more min	0	0	0	0	0%
TOTAL	13	1	2	16	100%

COMMENTS:

25% of the successful students who answered this question took 30 or more minutes to get to school each day.

56% took between 15 and 29 minutes to get to school each day.

75% took less than half an hour.

The majority (89%) used automobiles as transportation.

COMPARISON:

Almost all (89%) of the successful students used a car for transportation (16 of 18), while nearly 40% of the withdrawing students used some other form of transportation. Subsequently, the withdrawing students spent more time commuting to and from school--only a fourth of the successful students took 30 minutes or more one way whereas a third of the withdrawing students spent that much time.

CONCLUSION: TRANSPORTATION DIFFICULTIES MAY CONTRIBUTE TO STUDENT WITHDRAWAL.

QUESTION #4EX: During the semester you took this class, what was your primary goal in attending college?

DATA: # Responses = 21

	MATH 310	LS 340	ENGL 321	TOTAL
A. BA/BS after AA/AS	6	0	1	7
B. BA/BS without AA/AS	2	0	0	2
C. AA/AS without transferring	1	0	0	1
D. 2-yr vocational degree; no transfer	1	0	0	1
E. Vocational certificate; no transfer	1	0	0	1
F. Discover/formulate career plans	0	0	0	0
G. Acquire job skills/New career	1	0	0	1
H. Progress in current job	2	0	0	2
I. Maintain certificate or license	0	0	0	0
J. Educational development	2	0	0	2
K. Improve English/reading/math skills	1	0	1	2
L. GED/high school diploma completion	2	0	0	2
M. Undecided/not sure	0	0	0	0
TOTAL	19	0	2	21

COMMENTS:

12 of the 21 responses (57%) indicate the desire for a degree or certificate of some kind.

COMPARISON: 100% of the successful students had a goal of some kind while 8% of the withdrawing students were unsure of a goal. 57% of the successful group had a degree or certificate goal, compared to 46% for the withdrawing students.

CONCLUSION: POSSESSION OF A GOAL SEEMS TO RELATE TO SUCCESS.

QUESTION #5: What contributed the most to your success in this class? (Consider both personal and college-related reasons.)

Most of these students cited more than one reason for their success. Multiple answers are included in the following:

DATA: # Responses = 53 (from 18 students)

	MATH 310	LS 340	ENGL 321	TOT #	TOT % *
Personal	12	0	1	13	72%
Academic	4	0	0	4	22%
Classroom-related	4	0	1	5	28%
Methodology-related	11	1	1	13	72%
Instructor-related	11	0	2	13	72%
College-related	3	0	2	5	28%
TOTAL	**45**	1	7	**53**	

* TOT % = TOT # divided by 18 (number of students responding)

These are representative samples of student comments:

PERSONAL REASONS

Student says it is "very hard to succeed." However, he "wants to get to a certain point." (ENGL 321)

Supportive family at home. (ENGL 321)

"Because of my determination to pass my studies." (MATH 310)

ACADEMIC REASONS

The student "was ready." (MATH 310)

CLASSROOM-RELATED REASONS

"All the students pulled together and studied together. Made it hard to quit." (ENGL 321)

METHODOLOGY-RELATED REASONS

She was more successful in the self-paced setting than in the classroom. (LS 340)

"Loved all aspects of teaching methods." (MATH LAB)

Liked self-paced. (MATH LAB)

INSTRUCTOR-RELATED REASONS

Stayed in class because the teacher was so helpful. Teacher helped him move up to a higher English class.(ENGL 321)

She (teacher) pushed him hard which he appreciated. She will talk to students, will help them at any time. (ENGL 321)

The attention and patience of the teacher helped me a lot. (MATH 310)

Teacher was strict but constructive and encouraging. (MATH LAB)

COLLEGE-RELATED REASONS

Likes music department. (ENGL 321)

COMMENTS:

Successful students attribute their success primarily and equally (72% each) to: personal reasons, instructor-related reasons, and methodology-related reasons. Reasons relating to the college or classroom are mentioned much less frequently (28%), and academic reasons were cited by only 4 (22%) of the 18 students.

CONCLUSION: THE TIME AND PERSONAL ATTENTION OF INSTRUCTORS AND STAFF COUPLED WITH A COMPATIBLE TEACHING METHODOLOGY CONTRIBUTES SIGNIFICANTLY TO STUDENT SUCCESS, AS DOES SUPPORT FROM CLASSMATES. AN EARLY INTERVENTION PROGRAM COUPLED WITH IN-CLASS SUPPORT GROUPS SHOULD BE VERY HELPFUL.

QUESTION #6: What, if anything, did the college do that helped you succeed in your course?

DATA: # Responses = 17 students responded

MATH 310

OFFERED SELF-PACED CLASS
SELF-PACE GOOD, SISTER SPARKMAN PATIENT, HELPFUL. LIKED BOOK SYSTEM
PROVIDED PLENTY OF HELP
OFFERING A FEXIBLE PROGRAM
TUTORING PROGRAM GOOD; REPEATING PROBLEMS UNTIL THEY'RE MASTERED IS HELPFUL.
EXCELLENT TEACHER, SYSTEM. NOW SEES MATH "IN A WHOLE DIFFERENT.LIGHT."
COLLEGE PROVIDED MOTIVATION FOR HER
ACCESS TO COUNSELOR (C.YOUNG) GOOD. SHE ALWAYS LISTENED TO ME.
"PLEASE KEEP FUNDING THE DEVELOPMENTAL STUDIES DEPARTMENT..."THEY DON'T MAKE YOU FEEL DUMB."
REPEATING TEST UNTIL LESSON MASTERED GOOD. PREFERS GETTING GRADE, NOT CR.
SISTER SPARKMAN VERY HELPFUL, CLEAR IN EXPLAINING THINGS.
IF ALL TEACHING STAFF WERE LIKE MR. CORTEZ, SHE'D BE HAPPY TO COME TO SCHOOL. LOCATION GOOD.
TOO BUSY FOR INTERVIEW. GOING TO BE DENTAL ASSISTANT; WORKING FULL TIME. LIKED CLASSES.
SHE IS AMBITIOUS BUT GIVES CREDIT TO SCHOOL FOR ENCOURAGEMENT ASSISTANCE.

LS 340

LIKED SELF-PACED BETTER THAN CLASSROOM. ALWAYS PLENTY OF HELP.

ENGL 321

LIKED CLASS AND TEACHER/LEARNED A LOT OF NEW WORDS.
SIMPSON PUSHED HIM HARD WHICH HE NEEDED. VERY HELPFUL, AVAILABLE.

COMMENTS:

Successful students seem positive; they like self-paced classes.

INTERVIEWER'S PERCEPTION:

Successful students are self-motivated and focused on realistic goals.

CONCLUSION: SUCCESSFUL STUDENTS PERCEIVE OR EXPERIENCE ENCOURAGEMENT FROM THE COLLEGE AND RECEIVE INDIVIDUAL HELP FROM INSTRUCTORS.

QUESTION #7: What, if anything, did you find most helpful or enjoyable about the class?

DATA: # Responses = 16 *

	MATH 310	LS 340	ENGL 321	TOT #	TOT % **
Students responding	13	1	2	16	
Friendly students	8	1	2	11	69%
Friendly teacher	9	0	1	10	63%
Well-prepared teacher	7	0	1	8	50%
Instructor was interested in me	8	0	2	10	63%
Staff was interested in me	8	0	1	9	56%
It prepared me for other classes	5	1	1	7	44%
Other	2	0	1	3	19%

*(8 students gave five or more responses)
** TOT % = TOT # divided by 16 (number or students responding)

COMMENTS:

Students made positive comments about the college staff and student body.

COMPARISONS:

69% of the successful students mentioned "friendly students" as an enjoyable or helpful aspect of the class, while only 40% of the withdrawing students cited "friendly students." Were those in the withdrawing group less friendly? Less self-confident? Did they have less time to socialize because of work and travel-time?

About 60% of both groups cited "friendly teacher"--both successful and withdrawing students sensed and appreciated the friendliness of the teachers. About 50% of both groups cited "well-prepared teacher."

A significant difference exists between the number of successful student responses citing "instructor was interested in me" and "staff was interested in me" (63% and 56%, respectively) and the number of withdrawing student responses to those categories (51% and 40%, respectively). Are staff and instructors more interested in successful students or is this a false perception on the part of withdrawing students, a manifestation of their low self-confidence and self-esteem? What can the college do to correct this impression?

44% of successful students mentioned "it prepared me for other classes," while only 38% of withdrawing students mentioned this. Is this a reflection of the fact that they withdrew or of their lack of a goal?

CONCLUSION: PROVIDING STUDENT SUPPORT GROUPS WOULD HELP BUILD POTENTIAL RELATIONSHIPS IN THE CLASS. PROVIDING A MECHANISM FOR ESTABLISHING CLEARER EDUCATIONAL AND/OR CAREER GOALS SHOULD BE VERY HELPFUL.

QUESTION #8A: How did you study for this class?

MATH 310:

STEP BY STEP
CHAPTERS
GOING OVER LESSON UNTIL IT'S CLEAR
AT NIGHT AFTER WORK
BY SELF IN BEDROOM
DIDN'T STUDY; IT WAS MOSTLY REVIEW
READ BOOK; LISTENED TO TAPES

LS 340:

--

ENGL 321:

1 HR AFTER SCHOOL

COMMENTS: Too few responses for comment.

QUESTION #8B: Where did you study at college?

MATH 310:

LSC
CLASS OR LIBRARY
LSC
LSC
LIBRARY OR CLASSROOM
LIBRARY
LSC
NONE
CLASS
CAFETERIA
LIBRARY
CLASSROOM
LSC

LS 340:

LSC

ENGL 321:

LIBRARY
LIBRARY (NOT COMFORTABLE)

COMMENTS: Too few responses for comment.

QUESTION #8C: Describe your study space at home.

MATH 310:

ADEQUATE AFTER KIDS WENT TO BED
BEDROOM
NO PROBLEMS
ANYWHERE AT HOME
AT DESK W/HUSBAND
GOOD STUDY SPACE; LIVES W/OTHER STUDENT WHO'S ACADEMICALLY SUPPORTIVE
TABLE
STUDY TABLE, COMFORTABLE
KITCHEN W/DAD
ON BED
GOOD; OWN ROOM
KITCHEN TABLE
NONE

LS 340:

GOOD

ENGL 321:

KITCHEN TABLE
QUIET, KITCHEN

QUESTION #8D: What did you do if you did not understand something in class?

MATH 310:

CHECK THE CASSETTES
TRY TO WORK IT OUT; TUTORS
ASKED QUESTIONS; LIKED MATERIAL--SELF-EXPLANATORY
NO TUTORS WHEN NEEDED ONE
NO TROUBLE IN CLASS
TROUBLE GAVE EXTRA PROBLEMS, REPETITION
ASKED
ASKED TEACHER. MR. CORTEZ IS "MOST PATIENT TEACHER I'VE EVER KNOWN."
WAITED TILL GOT HOME
ASKED QUESTIONS
ASKED

LS 340:

TAPES

ENGL 321:

ASKED A FRIEND WHOSE 1ST LANGUAGE WAS ENGLISH OR ASKED TEACHER
RAISE HAND OR ASK AFTER CLASS; LEAVE IT ALONE AND GO HOME

COMMENTS:

Successful students appear more able to ask questions and get needed answers than unsuccessful students.

CONCLUSION: PROVIDING AN EASY MECHANISM FOR ALL STUDENTS TO ASK QUESTIONS SHOULD BE HELPFUL. A QUESTION HOT-LINE IS ONE POSSIBILITY.

QUESTION #8E: How many hours each week did you study for this course?
QUESTION #8F: How many hours each week did you study alone?
How many hours each week did you study with others?

	HOURS STUDIED	ALONE	WITH OTHERS
MATH 310:			
	2 HRS/WK	ALONE	
	3 HRS/WK	ALONE	
	5 - 8 HRS/WK	3 ALONE	(SOME)
	6 OR 7 HRS	75% ALONE	(25% W/OTHERS)
	20 HRS/WK	7 ALONE;	13 W/OTHERS
	3 HRS/CLASS	ALONE	
	3 HRS/WK	ALONE	
	6 OR 7 HRS	MOSTLY ALONE	(SOME)
	5 HRS/DAY	ALONE	
	2 HRS/WK	ALONE	
	5 HRS/WK		W/OTHERS
	RUSHED THROUGH	--	
LS 340			
	5 HRS/WK	ALONE	
ENGL 321			
	5 HRS/WK	2 ALONE;	3 W/OTHERS
	1 HR/WK	ALONE	

COMMENTS:

89% of the withdrawing students studied alone compared to 57% of the successful students.

CONCLUSION: STUDYING WITH OTHERS PART OF THE TIME MAY RELATE TO SUCCESS.

QUESTION #8G: How did you prepare for exams in this course?

MATH 310

FOLLOW DIRECTIONS
REVIEW DURING CLASS AND AGAIN AT HOME
IN LSC & CLASS
REVIEW, REPEAT PROBLEMS
REVIEW
MOM
STUDIED A WEEK BEFORE EXAMS
REVIEW
STUDIED W/GIRLFRIEND
REVIEW
CRAMMED
IN LSC

LS 340

CHECKED EA. STEP OF THE WAY

ENGL 321

STUDY, REVIEW NOTES
WRITE VOCABULARY CARDS; STUDIED MINIMUM

QUESTION #8H: What single piece of advice would you give to another student who wanted to be successful in this class?

MATH 310

WORK DILIGENTLY
BE PATIENT
STICK IT OUT
ATTEND; DO A CHAPTER A DAY
USE THE CLASSTIME/ASK FOR HELP. GET TO KNOW THE PEOPLE
USE AUDIO-VISUAL; JUST PUT YOUR MIND TO IT
PAY ATTENTION TO WHAT THE TEACHER SAYS; ASK QUESTIONS
DON'T GIVE UP; TRY HARD BECAUSE IN THE END IT WILL PAY OFF
TAKE THE CLASS WITH SOMEONE ELSE
ATTEND REGULARLY; DO WORKBOOK HOMEWORK
"DON'T KNOW"
PAY ATTENTION AND ASK QUESTIONS
DON'T PUSH YOURSELF TOO HARD

LS 340

GO EVERY DAY AND STUDY

ENGL 321

DO ALL WORK AND READING
LISTEN TO THE TEACHER AND DO ALL HOMEWORK

COMMENT:

Both withdrawing and successful students give similar advice:

Attend all classes
Do all assignments
Ask questions
Stick with it

QUESTION #9A: This semester, are you attending SJCC? Another college? No college?

	MATH 310	LS 340	ENGL 321	TOT #	TOT %
SJCC	9	0	2	11	69%
ANOTHER	1	0	0	1	6%
NONE	4	0	0	4	25%
TOTAL	**14**	**0**	**2**	**16**	

QUESTION #9B: Next semester, do you plan to attend SJCC? Another college? No college?

	MATH 310	LS 340	ENGL 321	TOT #	TOT %
SJCC	12	1	1	14	82%
ANOTHER	1	0	1	2	12%
NONE	1	0	0	1	6%
TOTAL	**14**	**1**	**2**	**17**	

COMMENTS:

82% of the successful group (87% of the withdrawing group) planned to attend "next" semester.

The following comments were written at the end of the interview by the interviewer. They are her impressions of the student or pertinent statements the student made in answer to some of the questions.

MATH 310

SELF-MOTIVATED, GOAL-ORIENTED FAMILY MAN.

FEELS COLLEGE NECESSARY "TO GET ANYWHERE." SJCC CONVENIENT.

SINGLE MOM. "WE NEED THIS PROGRAM FOR SINGLE PARENTS WHO WANT TO IMPROVE THEIR STATION IN LIFE."

EPILEPTIC, NEEDS LOW STRESS ENVIRON. SELF-PACE GOOD; LOVES MATH. "CAN'T FIND TUTOR WHEN YOU NEED ONE."

LANGUAGE BARRIER; HE'S HAVING IMMIGRATION AND FINANCIAL PROBLEMS. DIDN'T KNOW HE REC'D CREDIT FOR CLASS.

ALTHOUGH ILL, SHE WAS ABLE TO COMPLETE ONE UNIT; "WASN'T TREATED LIKE YOU WERE AN IDIOT."

SISTER SPARKMAN STRICT IN A CONSTRUCTIVE WAY--ENCOURAGING, ORGANIZED. DIDN'T LIKE STUDENT TUTORS.

SELF-PACE GOOD; CORTEZ VERY PATIENT; LIKES TUTORS. "NEEDED MORE GRADING STAFF."

(I SUCCEEDED) "BECAUSE OF MY DETERMINATION...AND THE ATTENTION AND PATIENCE OF MR. CORTEZ."

HIGH PRAISE FOR PROGRAM. CLASS WAS CROWDED; DAD HELPED HER STUDY.

MR. CORTEZ VERY GOOD, FLEXIBLE, ATTENTIVE. WORKING SINGLE MOTHER OF TWO.

STUDENT TOO BUSY FOR COMPLETE INTERVIEW.

SHE SEEMED INDIFFERENT ABOUT THE CLASS; BASICALLY TAKING IT FOR REVIEW WILL TRANSFER TO STATE

WANTS TO BE A TEACHER; HAS TWO CHILDREN; WILL TRANSFER TO SJSU. LIKED TAPES AND STUDY AREA AT SCHOOL

VERY MOTIVATED YOUNG GIRL. KNOWS WHAT SHE WANTS. WILL ASK CORTEZ FOR COUNSELOR RECOMMENDATION FOR FALL.

LIKES SISTER ROSS VERY MUCH. WILL TRANSFER & GET PROGRAMMING DEGREE.

LS 340

SHE LIKED THE LSC, THE CLASS TAPES.

ENGL 321

HE'S BEEN IN U.S. 11 YEARS. "IT'S VERY HARD TO SUCCEED." LIKED CLASS AND TEACHER. STUDENTS PULLED TOGETHER, STUDIED TOGETHER.

HE WAS SHORT ON TIME AND PATIENCE--NO TIME FOR INTERVIEW. HE'S TRANSFERRING TO DE ANZA; DIDN'T SAY WHY.

STRUGGLED ALL THROUGH HIGH SCHOOL BECAUSE HE DIDN'T TRY. NOW IS PUTTING EFFORT INTO STUDIES.

CONFIDENTIAL QUESTIONNAIRE FOR SUCCESSFUL STUDENTS AT SJCC
FALL 1990

Student Name_____

1. __

2. __

3. Were you working during the time you were taking this class? How many hours per week?

4. How did you travel to school and how long did it take you one way each day?

Circle one: bus car motorcycle/scooter bicycle walk other_____ Transportation time_____

4EX. During the semester you took this class, what was your primary goal in attending college?

A. Graduate with BA/BS after AA/AS
B. Graduate with BA/BS without AA/AS
C. AA/AS without transferring
D. 2-yr vocational degree without transferring
E. Vocational certificate without transferring
F. Discover/formulate career interests/plans/goals
G. Prepare for new career
H. Update job skills
I. Maintain certificate or license (e.g., real estate, nursing)
J. Educational development (intellectual, cultural)
K. Improve basic reading, math, or English skills
L. Complete high school diploma or GED
M. Undecided/unsure of my goal

5. What contributed the most to your success in this class last semester? (Consider both personal and college-related reasons.)

1. Personal Reasons

2. Academic Reasons

3. Classroom-related Reasons

4. Methodology-related Reasons

5. Instructor-related Reasons

6. College-related Reasons

6. What, if anything, did the college do that helped you succeed in your course?

7. What, if anything, did you find most helpful or enjoyable about the class?

   A. friendly students
   B. friendly teacher
   C. well-prepared teacher
   D. instructor was interested in my success
   E. staff were interested in my success
   F. it was preparing me to move into other classes
   G. other

8. Your answers to the following questions may help other students learn how to prepare for and succeed in this class:

   8A. How did you study for this class?

   8B. Where did you study at college?

   8C. Describe your study space at home.

   8D. What did you do if you did not understand something in class?

   8E. How many hours each week did you study for this course?

   8F. How many hours each week did you study

   _____ alone? _____ with another/others?

   8G. How did you prepare for exams in this course?

   8H. What single piece of advice would you give to another student who wanted to be successful in this class?

9A. This semester, are you attending

___ SJCC?
___ another college?
___ no college?

9B. Next semester, do you plan to attend

___SJCC?
___another college?
___no college?

<u>Thank you very much for your help.</u>

Notes/Comments/Referrals:

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